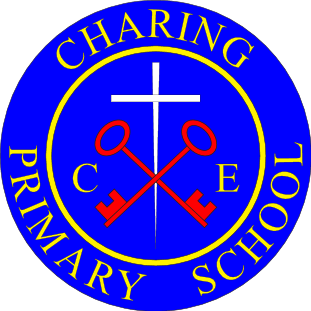
**Charing CEP School**

**Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.



Progression of Skills Document

**Progression of Skills in Art & Design**

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|  | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drawing**  **(pencil, charcoal, inks,**  **chalk, pastels, ICT**  **software)** | Begin to use a variety of drawing tools − Use drawings to tell a story Investigate different lines. Explore different textures Encourage accurate drawings of people | Extend the variety of drawings tools − Explore different textures.  Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) | Experiment with tools and surfaces. Drawing as a way of recording experiences and feelings.  Discuss use of shadows, use of light and dark − Sketch to make quick records | Experiment with the potential of various pencils. Close observation Draw both the positive and negative shapes.  Initial sketches as a preparation for painting  More accurate drawings of people – particularly faces | Identify and draw the effect of light.  Scale and proportion- attempt accurate drawings of whole people including proportion and placement.  Work on a variety of scales.  Computer generated drawings | Introduce the effect of light on objects and people from different directions Interpret the texture of a surface. Produce increasingly accurate drawings of people.  Introduce the concept of perspective one point perspective. | Explore the effect of light on objects and people from different directions Interpret the texture of a surface.  Produce increasingly accurate drawings of people.  Develop the concept of perspective |
| **Colour (painting, ink, dye, textiles, pencils, crayon, pastels)** | Experimenting with and using primary colours. Naming and mixing them (not formal).  Learn the names of different tools that bring colour.  Use a range of tools to make coloured marks on paper | Name all the colours.  Mixing of secondary colours Find collections of colour.  Applying colour with a range of tools | Begin to describe colours by objects.  Make as many tones of one colour as possible (using white)  Darken colours without using black. Using colour on a large scale. | Colour mixing. Make colour wheels.  Introduce different types of brushes and techniques- apply colour using dotting, scratching, splashing | Colour mixing and matching; tint, tone, shade.  Observe colours and suitable equipment for the task.  Introduce colour to reflect mood | Introduce hue, tint, tone, shades and mood.  Explore the use of texture in colour and begin to use colour for purposes. | Explore hue, tint, tone, shades and mood. Continue to develop the use of texture in colour and colour for purposes.  Develop colour to express feelings |
| **Texture (textiles, clay, sand, plaster, stone)** | Handling, manipulating and enjoying using materials. Sensory experience. Simple collages and simple weaving | Weaving and collage.  Sort according to specific qualities and observe use textiles create things | Overlapping and overlaying to create effects.  Use large eyed needles to do running stitches. Simple appliqué work.  Start to explore other simple stitches and collage | Use smaller eyed needles and finer threads.  Develop weaving. Introduction to tie dying and simple batik. | Use a wider variety of stitches. Observation and design of textural art.  Begin Experimenting with creating mood, feeling, movement and compare different fabrics | Use stories, music, poems as stimuli. Select and use materials and embellish work. Simple fabric making and begin to discover artists using textiles. | Develops experience in embellishing. Applies knowledge of different techniques to express feelings. Work collaboratively on a larger scale. |
| **Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )** | Handling, feeling, enjoying and manipulating materials. Constructing, building and destroying. Shape and model | Construct and use materials to make known objects for a purpose.  Pinch and roll coils and slabs using a modelling media. Make simple joins | Awareness of natural and man-made forms. Expression of personal experiences and ideas and to shape and form from direct observation (malleable and rigid materials). Explore decorative techniques. Replicate patterns and textures in a 3-D form.  Discover some work of other sculptors | Shape, form, model and construct (malleable and rigid materials).  Plan and develop work. Understanding of different adhesives and methods of construction.  Begin to be aware of aesthetics | Plan and develop 3D pieces. Experience surface patterns / textures.  Discuss own work and work of other sculptors.  Analyse and interpret natural and manmade forms of construction | Plan and develop ideas.  Shape, form, model and join.  Work from observation or imagination.  Explore the properties of media.  Discuss and evaluate own work and that of other sculptors. | Plan and develop ideas.  Shape, form, model and join. Continue to wprk from observation or imagination Continue to explore the properties of media.  Discuss and evaluate own work and that of other sculptors. |
| **Printing (found materials, fruit/veg, wood blocks, press print, lino, string)** | Rubbings. Print with variety of objects.  Print with block colours. | Create patterns. Develop impressed images. Relief printing. | Print with a growing range of objects. Identify the different forms printing takes. | Relief and impressed printing Begin recording textures/patterns. Introduce mono-printing and colour mixing through overlapping colour prints. | Use sketchbook for recording textures/patterns. Interpret environmental and manmade patterns Modify and adapt prints. | Combining print techniques.  Begin to design prints and make connections by discussing and evaluating own work and that of others | Builds up drawings and images of whole or parts of items using various techniques.  Introduce screen printing.  Explore printing techniques used by various artists. |
| **Pattern ( paint, pencil, textiles, clay, printing)** | Repeating patterns. Explore irregular painting patterns.  Use simple symmetry. | Awareness and discussion of patterns.  Explore repeating patterns and symmetry in creating pattern. | Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.  Natural and manmade patterns. Discuss regular and irregular patterns. | Explore pattern in the environment.  Design pattern  using ICT.  Make patterns on a range of surfaces. Explore the effects of symmetry in pattern. | Explore environmental and manmade patterns. Explore tessellation | Create own abstract pattern to reflect personal experiences and expression.  Create pattern for purpose. | Create own abstract pattern to reflect personal experiences and expression.  Create pattern for purpose. |